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DESCRIPTORS *Annotated Bibliographies; *Attitudes; Discriminatory Attitudes (Social); Elementary Secondary Education; *Handicapped Children; Social Attitudes

ABSTRACT

Presented is an annotated bibliography containing approximately 70 citations (1972-1976) on attitudes toward handicapped persons. Developed by the Council for Exceptional Children, the bibliography usually provides the following information for each citation: author, title, source, date, pagination, availability and a brief abstract. Entries are arranged according to accession number and include the ERIC (Educational Resources Information Center) document number when appropriate. (CL)

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Attitudes toward the Handicapped

1977 Topical Bibliography

CEC Information Services and Publications
An ERIC Clearinghouse
The Council for Exceptional Children
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EC102851

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3. The summary provides a comprehensive overview of document contents and, in some cases, availability is announced here.

ABSTRACT 56

EC 080056

Publ. Date Oct 75

Wolf, Lucille C.

Whitehead, Paul C.

The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.

Mental Retardation; V13 N5 P3-7 Oct 1975

Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;

A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)

ABSTRACT 34

EC 080034

Publ. Date 75

Brown, Jerome D., Ed.

Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.

Iowa State Dept. of Public Instruction, Des Moines.

EDRS mf,hc

Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;

Identifier: Iowa*;

Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programming for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and ... regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)

(abstract material deleted here for sample)

CEC Information Services Journal Collection

The CEC Information Services regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Resources (ECER)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current April 1977) is representative of journals currently received.

- AAASPH Review**, American Association for the Severely Profoundly Handicapped, P.O. Box 15287, Seattle WA 98115
- *Academic Therapy**, 1539 Fourth Street, San Rafael, California 94901
- Adolescence**, PO Box 165, 991 Willetts Road, Roslyn Heights, New York 11577
- *American Annals of the Deaf**, 5034 Wisconsin Avenue NW, Washington DC 20016
- American Education**, 400 Maryland Avenue SW, Washington DC 20002
- American Educational Research Journal**, 1126 16th Street NW, Washington DC 20036
- American Journal of Art Therapy**, 6010 Broad Branch Road, Washington DC 20015
- American Journal of Community Psychology**, Plenum Publishing Co., 227 W. 17th St., New York NY 10011
- **American Journal of Diseases of Children**, 535 North Dearborn Street, Chicago, Illinois 60610
- *American Journal of Mental Deficiency**, 49 Sheridan Avenue, Albany, New York 12210
- American Journal of Nursing**, 10 Columbia Circle, New York, New York 10019
- **American Journal of Occupational Therapy**, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852
- *American Journal of Orthopsychiatry**, 1790 Broadway, New York, New York 10019
- Archives of Otolaryngology**, 535 North Dearborn Street, Chicago, Illinois 60610
- Arithmetic Teacher**, 1906 Association Dr., Reston VA 22091
- ASHA**, American Speech and Hearing Association Journal, 9600 Old Annapolis Road, Washington DC 20014
- Assignment Children**, (UNICEF), Rue Eugene Delacroix, 75016 Paris, France
- Audicibel**, 24261 Grand River Avenue, Detroit, Michigan 48219
- Audiology & Hearing Education**, 15300 Venture Boulevard, Suite 801, Sherman Oaks CA 91403
- Australian Citizen Limited**, Box 91, Brighton 3048, South Australia
- *Australian Journal of Mental Retardation**, P.O. Box 255, Carlton, South Victoria 3053, Australia
- AVISO**, Newark State College Union, New Jersey 07103
- **Behavior Therapy**, 111 Fifth Avenue, New York, New York 10003
- Behavior Today**, Ziff Davis Publishing Co., 1156 15th Street NW, Washington DC 20036
- Behavioral Disorders**, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401
- British Journal of Disorders of Communication**, 2345 Annandale Street, Edinburgh EH7 4 AF, Scotland
- British Journal of Mental Subnormality**, Monshull Hospital, King's Heath, Birmingham B30 3QB, England
- British Journal of Physical Education**, 10 Nottingham Place, London W1M 4 AN, England
- Bulletin of the Orton Society**, 8415 Bellona Lane, Suite 204, Towson, Maryland 20402
- Bulletin of Prosthetics Research**, US Government Printing Office, Washington DC 20402
- *Bureau Memorandum**, 126 Langdon Street, Madison, Wisconsin 53702
- CSMR Bulletin**, 345 Campus Towers, Edmonton, Alberta, Canada
- Canada's Mental Health**, Information Canada, Ottawa K1A 0S9, Canada
- CFDR Quarterly**, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401
- Child Care Quarterly**, 2852 Broadway, Morningside Heights, New York 10025
- Child Development**, 5750 Ellis Avenue, Chicago, Illinois 60637
- **Child Psychiatry & Human Development**, 2852 Broadway, Morningside Heights, New York 10025
- Child Welfare**, 67 Irving Place, New York, New York 10003
- Childhood Education**, 3614 Wisconsin Avenue NW, Washington DC 20016
- Children Today**, US Government Printing Office, Washington DC 20402
- Children's House**, Box 111, Caldwell, New Jersey 07006
- Colorado Journal of Educational Research**, University of Northern Colorado, Greeley, Colorado 80631
- Compact**, 600 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203
- Day Care & Early Education**, 2852 Broadway, New York, New York 10025
- Deaf American**, 5125 Radnor Road, Indianapolis, Indiana 46226
- Deficiency Mentale Mental Retardation**, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada
- Developmental Medicine and Child Neurology**, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England
- Devereux Forum**, 19 South Waterloo Road, Devon, Pennsylvania 19333
- DSH Abstracts**, Gallaudet College, Washington, DC 20002
- Dyslexia Review**, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AL, England
- Early Years**, Allen Raymond Inc., P.O. Box 1223, Darien CT 06820
- Early Years Parent**, Allen Raymond Inc., P.O. Box 1223, Darien CT 06820
- *Education and Training of the Mentally Retarded**, 1920 Association Drive, Reston, Virginia 22091
- Education Digest**, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107
- *Education of the Visually Handicapped**, 919 Walnut St., Fourth Floor, Philadelphia, Pennsylvania 19107
- Educational & Psychological Measurement**, Box 6907, College Station, Durham, North Carolina 27708
- Educational Forum**, 343 Armory Building, University of Illinois, Champaign, Illinois 61820
- Educational Horizons**, 2000 East 8th Street, Bloomington, Indiana 47401
- Educational Leadership**, 1201 16th Street NW, Washington DC 20036
- Educational Researcher**, 1126 16th Street NW, Washington DC 20036
- Educational Technology**, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632
- Elementary School Journal**, 5801 Ellis Avenue, Chicago, Illinois 60637
- English Journal**, 1111 Kenyon Road, Urbana, Illinois 61801
- Exceptional Child (formerly Slow Learning Child)**, Serials Section, Main Library, University of Queensland, St. Lucia, Brisbane 4067, Australia
- *Exceptional Children**, 1920 Association Drive, Reston, Virginia 22091
- *Exceptional Parent**, 264 Beacon Street, Boston, Massachusetts 02116
- Family Involvement**, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada
- Focus on Exceptional Children**, 6635 East Villanova Place, Denver, Colorado 80222
- *Gifted Child Quarterly**, 8080 Springvalley Drive, Cincinnati, Ohio 45236
- Harvard Educational Review**, Longfellow Hall, 13 Appian Way, Cambridge MA 02138
- Health Education (formerly School Health Review)**, American Alliance for Health, Physical Education, and Recreation, 1201 16th St., NW, Washington DC 20036
- Hearing**, 105 Gower Street, London WC1E 6AH, England
- *Hearing & Speech Action**, 814 Thayer Avenue, Silver Spring, Maryland 20910
- Hearing Rehabilitation Quarterly**, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010
- Human Behavior**, PO Box 2810, Boulder, Colorado 80302
- Humanist**, 923 Kensington Ave., Buffalo, New York 14215
- Illinois Schools Journal**, 6800 South Stewart Avenue, Chicago, Illinois 60621
- Indiana Speech & Hearing Journal**, Ball State University, Muncie, Indiana 47306
- Instructor**, PO Box 6099, Duluth, Minnesota 55806
- Inter-Clinic Information Bulletin**, 317 East 34th Street, New York, New York 10016
- International Child Welfare Review**, 1 Rue De Varembe, 1211 Geneva 20, Switzerland
- International Journal of Child Psychiatry**, Verlag 10, Basel 33, Switzerland

* journals monitored for CIJE

** copyrighted journals for which ECER has been granted permission to use author abstracts

- International Rehabilitation Review**, 219 East 44th Street, New York, New York 10017
- Involvement**, PO Box 460, Oak Ridge, Ontario, Canada
- Journal for Special Educators of the Mentally Retarded**, 171, Centre Conway, New Hampshire 03813
- *Journal of Abnormal Child Psychology**, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011
- *Journal of Abnormal Psychology**, 1200 17th Street NW, Washington DC 20036
- *Journal of Applied Behavior Analysis**, University of Kansas, Lawrence, Kansas 66044
- Journal of Applied Rehabilitation Counseling**, 1522 K Street NW, Washington DC 20005
- Journal of Association for Study of Perception**, PO Box 744, De Kalb, Illinois 60115
- *Journal of Autism & Childhood Schizophrenia**, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011
- Journal of Child Psychology & Psychiatry**, Pergamon Press, Elmsford, New York 10523
- Journal of Clinical Child Psychology**, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105
- Journal of Communication Disorders**, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014
- Journal of Community Health**, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014
- *Journal of Consulting & Clinical Psychology**, 1200 17th Street NW, Washington DC 20036
- Journal of Creative Behavior**, 1900 Elmwood Avenue, Buffalo, New York 14222
- Journal of Developmental Disabilities**, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182
- Journal of Education**, Department of Education, Halifax, Nova Scotia
- *Journal of Educational Psychology**, 1200 17th Street NW, Washington DC 20036
- *Journal of Educational Research**, Box 1605, Madison, Wisconsin 53701
- Journal of General Education**, 215 Wagner Building, University Park, Pennsylvania 16802
- *Journal of Learning Disabilities**, 101 E. Ontario St., Chicago IL 60611
- Journal of Marriage & the Family**, 1219 University Avenue SE, Minneapolis, Minnesota 55414
- *Journal of Mental Deficiency Research**, Pembroke Hall, 17 Pembroke Sq., London W2 4EP, England
- Journal of Music Therapy**, Box 610, Lawrence, Kansas 66044
- Journal of Negro Education**, Howard University, Washington DC 20001
- *Journal of Nervous & Mental Disease**, 428 East Preston Street, Baltimore, Maryland 21201
- *Journal of Pediatrics**, 11830 Westline Industrial Drive, St. Louis, Missouri 63141
- *Journal of Personality Assessment**, 1070 East Angeleno Avenue, Burbank, California 91501
- Journal of Reading**, 6 Eyre Avenue, Newark, Delaware 19711
- Journal of Rehabilitation**, 1522 K Street NW, Washington DC 20005
- Journal of Rehabilitation of the Deaf**, 814 Thayer Avenue, Silver Spring, Maryland 20910
- Journal of School Health**, American School Health Association, Kent, Ohio 44240
- *Journal of School Psychology**, 51 Riverside Avenue, Westport, Connecticut 06880
- *Journal of Special Education**, Grune and Stratton, 111 Fifth Avenue, New York, New York 10003
- *Journal of Speech & Hearing Disorders**, 9030 Old Georgetown Road, Washington, DC 20014
- *Journal of Speech & Hearing Research**, 9030 Old Georgetown Road, Washington DC 20014
- Journal of Teacher Education**, One Dupont Circle, Washington DC 20036
- *Journal of Visual Impairment and Blindness (formerly New Outlook for the Blind)**, American Foundation for the Blind, 15 W. 16 St., New York NY 10011
- *Language Speech & Hearing Services in Schools**, 9030 Old Georgetown Road, Washington DC 20014
- Lantern**, Perkins School for the Blind, Watertown, Massachusetts 02172
- Learning**, 530 University Avenue, Palo Alto, California 94301
- Mathematics Teacher**, 1906 Association Drive, Reston, Virginia 22091
- *Mental Retardation**, 5201 Connecticut Avenue NW, Washington DC 20015
- Merrill Palmer Quarterly**, 71 East Ferry Avenue, Detroit, Michigan 48202
- Momentum**, 350, One Dupont Circle, Washington DC 20036
- Music Educators Journal**, 1902 Association Drive, Reston, Virginia 22091
- NASSP Bulletin**, 1904 Association Drive, Reston, Virginia 22091
- National Elementary Principal**, 1801 North Moore Street, Arlington, Virginia 22209
- The New Beacon**, 224 Great Portland Street, London W1N 1AA, England
- Notre Dame Journal of Education**, PO Box 686, Notre Dame, Indiana 46556
- Reading Outlook**, 10 Columbus Circle, New York, New York 10019
- Optometric Weekly**, 5 North Wabash Avenue, Chicago, Illinois 60602
- Parent Communication**, 2190 N. Woodward Ave., Bloomfield Hills MI 48013
- Parents Voice**, Journal of the National Society of Mentally Handicapped Children, Pembroke Square, London W2 4EP, England
- Peabody Journal of Education**, George Peabody College for Teachers, Nashville, Tennessee 37203
- Pediatric Clinics of North America**, W.B. Saunders Co., W. Washington Sq., Philadelphia PA 19105
- *Pediatrics**, PO Box 1034, Evanston, Illinois 60204
- Perceptual and Motor Skills**, Box 1441, Missoula MT 59801
- *Personnel & Guidance Journal**, 1607 New Hampshire Avenue NW, Washington DC 20009
- Phi Delta Kappan**, 8th & Union Streets, Bloomington, Indiana 47401
- *Physical Therapy**, 1156 15th Street NW, Washington DC 20005
- Pointer**, PO Box 131, University Station, Syracuse, New York 13210
- Psychology in the Schools**, 4 Conant Square, Brandon, Vermont 05733
- Psychology Today**, PO Box 2980, Boulder, Colorado 80302
- Quarterly Journal of Speech**, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001
- *Reading Research Quarterly**, 6 Eyre Avenue, Newark, Delaware 19711
- Reading Teacher**, 6 Eyre Avenue, Newark, Delaware 19711
- Rehabilitation Digest**, One Yonge Street, Suite 2110, Toronto, Ontario M5E 1E8, Canada
- Rehabilitation Gazette**, 4502 Maryland Avenue, St. Louis, Missouri 63108
- *Rehabilitation Literature**, 2023 West Ogden Avenue, Chicago, Illinois 60612
- Rehabilitation Teacher**, 88 St. Stephen Street, Boston, Massachusetts 02115
- Rehabilitation World**, RIUSA, 20 W. 40th St., New York NY 10018
- Remedial Education**, 5 Nichollee Street, Glen Iris, Victoria 3146, Australia
- Review of Educational Research**, 1126 16th Street NW, Washington DC 20036
- *Scandinavian Journal of Rehabilitation Medicine**, Gamla Brogatan 26, Box 62, S-101 20 Stockholm I, Sweden
- Schizophrenia Bulletin**, 5600 Fishers Lane, Rockville, Maryland 20852
- School Media Quarterly**, 1201-1205 Bluff Street, Fulton, Missouri 65251
- Science and Children**, National Science Teachers Association, 1201 16th St., NW, Washington DC 20036
- *Sign-Saving Review**, 79 Madison Avenue, New York, New York 10016
- Sign Language Studies**, Unstock Press, 9306 Minwood St., Silver Spring, Maryland 20901
- *Social Work**, 49 Sheridan Avenue, Albany, New York 12210
- Southern Journal of Educational Research**, Box 107, Southern Station, Hattiesburg, Mississippi 39401
- Special Children**, American Association of Special Educators, 107-20 125th Street, New York, New York 11419
- *Special Education: Forward Trends**, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QJ, England
- Special Education in Canada**, Dave Muir, Subscriptions, 12 Doucet Pl., Scarborough, Ontario M1G 3M2, Canada
- Teacher**, 22 West Putnam Avenue, Greenwich, Connecticut 06830
- Teacher of the Blind**, Royal School for the Blind, Church Road North, Wavertree, Liverpool L15 6TQ, England
- Teacher of the Deaf**, 50 Topsham Road, Exeter EX2 4NF, England
- Teachers College Record**, 525 West 120th Street, New York, New York 10027
- *TEACHING Exceptional Children**, 1920 Association Drive, Reston, Virginia 22091
- *Volta Review**, 1417 Volta Place NW, Washington, DC 20007
- Young Children**, 1384 Connecticut Avenue NW, Washington, DC 20009

ABSTRACTS

ABSTRACT 2936

EC 08 2936 ED 122 558
Publ. Date Apr 76 4p.
Drucker, Howard.
And Others.

Learning Disability and Ethnic Minority Discrimination.

EDRS mf:hc

Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Disadvantaged Youth; Minority Groups; * Negroes; * Elementary Secondary Education; Learning Disabilities; * **Definitions:** Discriminatory Attitudes (Social); * Student Placement; * Special Classes; National Surveys;

Discrimination is discussed as it applies to the exclusion of racial minorities in classes for children with learning disabilities. The authors contend that this type of racial discrimination is prevalent nationwide (as illustrated by results of a national survey), and that the definition of learning disabilities and how it is operationalized has led to the unbalanced situation. (Author/SB)

ABSTRACT 2907

EC 08 2907 ED 122 529
Publ. Date Apr 76 7p.
Corcoran, Eileen L.
French, Ronald W.

The Retarded Adult in the Community--An Action Program.

EDRS mf:hc

Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Services; Mentally Handicapped; * Post Secondary Education; * Adults; * Community Role; * Program Descriptions; Leisure Time; * Community Attitudes;

A program at the State University of New York in Brockport has provided leisure time skill instruction to 45 retarded adults living in the community. As state funding of transportation services terminated, community groups expressed their increased awareness of problems facing the handicapped by agreeing to assume costs. (CL)

ABSTRACT 2897

EC 08 2897 ED 122 519
Publ. Date Apr 76 16p.
Stanovich, Keith E.

Political Philosophy and the Mentally Retarded.

EDRS mf:hc

Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Mentally Handicapped; * Historical Reviews; Social Values; * Political Attitudes; * Social Attitudes; Social Change; Social Influences; Public Policy; * Child Advocacy; * Trend Analysis; Politics;

Identifiers: Social Darwinism; Eugenics;

The effects of Social Darwinism, eugenics, and contemporary political conservatism on the status of advocacy efforts for the mentally retarded are reviewed. Provided are historical sketches of Social Darwinism, which viewed the retarded as members of an inferior race, and eugenics, which argued for sterilization of the "genetically unfit." The author examines a resurgence of these two movements in the writings of A. Jensen and W. Shockley and in current conservative political thought. It is emphasized that advocates for the retarded should strive to go beyond notions of charity to influence social attitudes and political philosophy. (CL)

ABSTRACT 2889

EC 08 2889 ED 122 511
Publ. Date Apr 76 7p.
Loe, David C.

Positive Peer Culture: An Evaluation.

EDRS mf:hc

Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Emotionally Disturbed; Socially Deviant Behavior; * Delinquency; Adolescents; Group Therapy; * Peer Relationship; * Peer Groups; Program Evaluation; * Program Descriptions;

Identifiers: Positive Peer Culture; *

Group therapy, in general, and positive peer culture (PPC) programs, in particular, are discussed in terms of treatment characteristics and effects on maladaptive adolescent behavior. Topics covered include the three phases (inclusion, power, and affection) of group treatment, difficulties (negative group experiences) produced by group therapy, PPC's emphasis on peer control, and problems in evaluating PPC programs. (SB)

ABSTRACT 2888

EC 08 2888 ED 122 510
Publ. Date Apr 76 6p.
Lybarger, William A.

Positive Peer Culture--An Alternative Treatment for the Disturbed and/or Disturbing Adolescent.

EDRS mf:hc

Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)

Descriptors: Exceptional Child Education; Emotionally Disturbed; * Socially Deviant Behavior; * Delinquency; * Adolescents; Group Therapy; * Peer Relationship; * Peer Groups; Behavior Change; Research Reviews (Publications);

Identifiers: Positive Peer Culture; *

Reviewed are literature and research on the use of the positive peer culture (PPC) approach with socially maladjusted and/or emotionally disturbed adolescents. Studies presented focus on the effects of PPC on inappropriate behavior

and parole performance. Findings are noted to be inconclusive. (SB)

ABSTRACT 2814

EC 08 2814 ED N. A.
Publ. Date Jul 76 4p.
Newman, Joseph.

Faculty Attitudes Toward Handicapped Students.

Rehabilitation Literature; V37 N7 P194-197 Jul 1976

Descriptors: Physically Handicapped; * Discriminatory Attitudes (Social); * Teacher Attitudes; * Admission Criteria; * Higher Education; Surveys; Regular Class Placement; College Teachers; College Admission; Student Opinion;

Identifiers: University of Pittsburgh;

Investigated were attitudes of members of the faculty of the University of Pittsburgh toward admission of physically handicapped students to their departments. Questionnaires returned by 464 persons (57% of the faculty) revealed that 98% of the respondents favored admission of handicapped students, at least on a restricted basis. Difficulties in learning and communicating were seen to be judged as more serious problems than architectural barriers. Responses to questionnaires mailed to 106 handicapped students (50% responding) in regard to problems relating to their disabilities revealed a dilemma--handicapped students wish to remain "invisible" while access to university activities necessitates publicizing the "differences". (IM)

ABSTRACT 2692

EC 08 2692 ED N. A.
Publ. Date Ju/Au 76 5p.
Cleary, Margaret E.

Helping Children Understand the Child with Special Needs.

Children Today; V5 N4 P6-10 Jul/Aug 76

Descriptors: Handicapped Children; * Elementary Education; Regular Class Placement; Student Adjustment; Program Descriptions; * Curriculum Enrichment; * Interpersonal Relationship; Peer Acceptance; * Changing Attitudes; Teaching Methods;

Children with special needs are being integrated into regular classrooms, and there are various ways to aid elementary school children in understanding their special classmates. During the 1974-75 school year a project was undertaken in the Sudbury (Massachusetts) Public Schools, the goals of which were to facilitate communication, dispel prejudices, and generate positive attitudes among children. Several methods were taught to a group of 16 educators and adapted for individual use, and then each participant spent several months planning and implementing them in the classroom. Some of the methods were the following: group discussions, visits by resource persons (such as the school nurse and an occupational therapist), guests with special needs (including infants and the elderly), role playing activities, visual aids, and field trips. (IM)

ABSTRACT 2632

EC 08 2632 ED N. A.
Publ. Date Jul 76 8p
Phillips, Phyllis P.
Variables Affecting Classroom Teachers' Understanding of Speech Disorders.

Language, Speech, and Hearing Services in Schools, V7 N3 P142-149 Jul 1976

Descriptors: Speech Handicapped;* Teacher Attitudes;* Exceptional Child Research; Elementary Secondary Education; Teacher Education;

Investigated were 10 variables possibly influencing attitudes of 858 teachers toward children with speech disorders, and their understanding of speech disorders and remediation methods. Questionnaires provided information on such variables as educational background, sex, age, teaching experience, size of school, and size of the community. Results indicated that one variable, whether or not the teacher had taken a basic course in speech remediation, was most significantly related to both attitudes and understanding of children with speech disorders. Also significant were the number of years' teaching experience, access to the services of a speech pathologist, and age (DB)

ABSTRACT 2611

EC 08 2611 ED N. A.
Publ. Date Feb 75 53p
Achtenberg, Jack

"Crips" Unite to Enforce Symbolic Laws: Legal Aid for the Disabled. An Overview.

President's Committee on Employment of the Handicapped, Washington, D.C. 20210

(Reprint) *University of San Fernando Valley Law Review*, V4 N2 P161-213 Feb 75

Descriptors: Exceptional Child Services; Physically Handicapped;* Legislation;* Civil Liberties;* Court Cases;* Law Enforcement; Legal Responsibility; Discriminatory Attitudes (Social); Architectural Barriers.*

Presented by a lawyer, himself a quadriplegic, is legally significant information regarding the physically disabled, focusing on the following topics: evolution of the fight against discrimination, difficulties of law enforcement, some examples of enforcement through litigation (including architectural barrier cases, discrimination cases, mass transit cases, and education cases), employment, the critical need for ongoing legal expertise, and procedural devices. Accompanying the text are 184 notations providing names and addresses for further information, definitions, statutes and codes, regulations, references, and other detailed information. (IM)

ABSTRACT 2515

EC 08 2515 ED N. A.
Publ. Date 76 259p
Sperber, Al.

Out of Sight: Ten Stories of Victory Over Blindness.

Little, Brown and Company, 34 Beacon St., Boston, MA 02106 (\$7.95)

Descriptors: Visually Handicapped; Blind;* Adults; Social Attitudes; Discriminatory Attitudes (Social)* Stereotypes; Environmental Influences; Emotional Adjustment;* Family Role; Daily Living Skills.*

Identifiers: Personal Experiences.*

Described in their own words are the thoughts and opinions of ten blind persons and members of their families concerning themselves and their world. Recounted from interviews by the author, himself blind, are the day to day and year to year experiences of a nun, a supreme court justice, a sculptress, a champion golfer, two civil servants, an accountant, the head of the New York City Office for the Handicapped, and a BBC radio moderator who climbs mountains in his spare time. The five parts of the volume focus on the following topics: initial reactions and adjustment, ability to face reality, development of daily living skills, challenges and frustrations, and making the most of life. (IM)

ABSTRACT 2494

EC 08 2494 ED 121 006
Publ. Date Mar 76 146p
Nathan, Raymond, Ed.

Mental Retardation: Century of Decision. Report to the President.

President's Committee on Mental Retardation, Washington, DC.

EDRS mf:hc
Superintendent of Documents, US Government Printing Office, Washington, DC 20402 (\$3.15)

Descriptors: Exceptional Child Education; Exceptional Child Services; Mentally Handicapped;* Educational Trends;* Prevention;* Guidelines;* Civil Liberties; Discriminatory Attitudes (Social); Delivery Systems; International Programs; Resources; Cost Effectiveness; Case Studies.*

Identifiers: Final Reports.*

Presented is the 1975 report of the President's Committee on Mental Retardation which examines the issues in the field and sets national guidelines for public education and prevention. Eleven chapters are included on the following topics (sample subtopics are in parentheses): issues in mental retardation (biomedical and social-psychological prevention); future projections and their implications with respect to possible governmental initiatives (integration of human service delivery); legal rights of the retarded (objectives for the attainment of citizenship status); objectives and courses of action to ensure the right of every child to be born well (health delivery system); objectives for reducing the incidence of mental retardation associated with social disadvantage (equal educational opportunity which encourages cultural differences); objectives for the attainment of humane service systems (availability of a personal representative); objectives pertaining to international cooperation for the resolution of the mental retardation problem (international assistance programs); objectives to improving public attitudes (public education to promote

understanding); governmental objectives for insuring the effective use of public resources in mental retardation programs (coordinated and comprehensive planning of federal, state, and local efforts); program costs and results (advantages of continued investment in pilot and demonstration programs in early childhood education); and a chapter outline of goals, objectives, and recommendations. Case studies are provided as illustrations throughout the text. (SB)

ABSTRACT 2441

EC 08 2441 ED N. A.
Publ. Date 75 32p
Hagemeyer, Alice.

Deaf Awareness Handbook for Public Librarians.

District of Columbia Public Library, Washington, DC 20001; Community Services and Communications Dept., Room 410, 901 G. St., NW, Washington, DC (\$1.00)

Descriptors: Exceptional Child Education; Aurally Handicapped;* Deaf; Library Services;* Staff Role;* Social Attitudes;

Intended for public librarians, the booklet provides information on the characteristics and service needs of the deaf or hearing impaired individual. Sections cover the following topics: the need for deaf awareness; different types of hearing impaired individuals (such as adventitiously and prelingually deaf); facts for the librarian to know about the deaf or hearing impaired (including incidence statistics, types of deaf communication, and publications and services for the deaf); and suggested steps for the librarian to take (such as hiring a qualified deaf employee, making library resources on deafness known in the community, and planning a Deaf Awareness Week as an annual event). Appended are a paper on some hazards of deafness, a list of sources for materials, and a diagram of the manual alphabet. (SB)

ABSTRACT 2396

EC 08 2396 ED N. A.
Publ. Date Jun 76 8p
Smith, Frank J.
Luginbuhl, James E. R.

Inspecting Expectancy: Some Laboratory Results of Relevance for Teacher Training.

Journal of Educational Psychology, V68 N3 P265-272 Jun 76

Descriptors: Research Projects; General Education;* Higher Education; Teacher Education;* Teacher Attitudes;* Student Teacher Relationship;* Performance Factors;* Expectation;* Academic Ability; Simulation;

A study involving 80 introductory course psychology students was conducted to determine whether heightened teacher awareness of bias toward bright and dull students could ameliorate such bias in ways that might reduce the negative consequences of teacher expectations. Using a simulation technique in which Ss were assigned to the roles of teacher, student, or observer, dimensions of teacher-stu-

dent feedback were evaluated as a function of teacher expectancy and awareness of possible expectancy effects. Results showed that teacher expectancy effects were most evident when teachers were unaware of the possibility of such effects and thus were unprepared to deal with students of differing abilities grouped together. Unaware teachers directed both greater levels of encouragement and criticism toward the student of presumed greater ability. Teachers who were given special instruction that heightened awareness of expectancy effects were able to guard successfully against qualitatively different treatment of students of differing abilities. (Author/SB)

ABSTRACT 2366

EC 08 2366 ED N. A.
Publ. Date Sum 76 12p.
Cook, J. William.
Wollersheim, Janet P.

The Effect of Labeling of Special Education Students on the Perceptions of Contact Versus Noncontact Normal Peers.

Journal of Special Education, V10 N2 P187-198 Sum 1976

Descriptors: Mentally Handicapped;* Labeling (Of Persons);* Peer Acceptance;* Social Influences;* Exceptional Child Research; Educable Mentally Handicapped; Trainable Mentally Handicapped;

Examined were the effects of the mental retardation label on the attitudes of 150 normal seventh and eighth grade Ss having previous contact with educable mentally retarded, trainable mentally retarded, or no contact. Ss rated a 12-year-old boy on the basis of a short written sketch, half without a label present, and half with the added information that the boy attended special education classes for the mentally retarded. Results revealed significant negative effects in both labeling and labeling X contact groups, while the effect of the contact variable alone was not significant. Quality of contact was found important in predicting Ss responses toward the mentally retarded. (Author/IM)

ABSTRACT 2255

EC 08 2255 ED N. A.
Publ. Date May 76 4p.
Bryan, Tanis H.
Peer Popularity of Learning Disabled Children: A Replication.
Journal of Learning Disabilities, V9 N5 P307-311 May 1976

Descriptors: Learning Disabilities;* Followup Studies;* Peer Acceptance;* Interpersonal Relationship;* Exceptional Child Research; Elementary Education;

Examined was the peer popularity of 25 learning disabled elementary grade children who had participated in a sociometric study 1 year earlier. An analysis of variance was computed for votes received on scales of social attraction and social rejection by learning disabled children and comparison children matched on variables of sex, race, and classroom.

The results indicated that learning disabled children received a greater number of votes than comparison children on social rejection and fewer votes on social attraction. Findings suggested that there is reliability in children's friendship and rejection ratings across time and across classrooms. (Author/DB)

ABSTRACT 2241

EC 08 2241 ED N. A.
Publ. Date May 76 11p.
Lahaderne, Henriette M.
Feminized Schools: Unpromising Myth to Explain Boys' Reading Problems.

Reading Teacher, V29 N8 P776-786 May 76

Descriptors: Exceptional Child Education; Reading Difficulty;* Sex Differences;* Males; Research Reviews (Publications);* Teacher Attitudes;* Etiology; Cultural Factors; Discriminatory Attitudes (Social);

Examined was the theory that boys' apparent difficulty in learning to read is due to the differential treatment received from predominantly female teachers. Three groups of studies (totaling 22) were reviewed: studies of teachers' perceptions of pupils, studies of teachers' classroom behaviors, and studies of pupil outcomes. Results of the review indicated that male and female teachers did not differ significantly in their perceptions and treatment of boys and girls, but that schools reflect general social forces rather than female norms. (A chart summarizing the 22 studies is provided which includes the reference, the dependent variable and its measurement, the sample, and major findings for each study).

ABSTRACT 2213

EC 08 2213 ED N. A.
Publ. Date 76 250p.
Rusalev, Herbert, Ed.
Malikin, David, Ed.
Contemporary Vocational Rehabilitation.
New York University Press, Washington Square, New York, NY 10003 (\$13.50)

Descriptors: Exceptional Child Services; Handicapped Children; Handicapped;* Vocational Rehabilitation;* Trend Analysis;* Attitudes; Vocational Counseling;*

Presented are 13 author contributed chapters on issues and practices in the field of vocational rehabilitation. Each chapter includes a brief introduction and a followup by the editors in an effort to orient readers to the chapter's context and to draw implications for vocational rehabilitation. Chapters have the following titles and authors: "Issues in Rehabilitation" (H. Rusalev); "A Personal Recent History of Vocational Rehabilitation in America" (Rusalev); "Vocational Development Problems of the Handicapped" (S. Osipow); "Attitudes Toward Disability" (J. Siller); "The Consumer and the Rehabilitation Process" (L. Rosenblum and Rusalev); "Assessing Vocational Potential" (W. Neff); "Rehabilitating the Socially Disabled" (D. Malikin); "Rehabilitation of Persons with Serious Emotional Disorders" (C. Ben-

ney); "Counseling the Mentally Retarded" (Malikin and Rusalev); "Ecological Approaches to Counseling the Physically Disabled" (Rusalev); "The Job Placement Process" (D. Sinick); "Some Characteristics of Comprehensive Rehabilitation" (F. Whitehouse); "Old Problems Seeking New Solutions" (Rusalev and Malikin). (DB)

ABSTRACT 2212

EC 08 2212 ED N. A.
Publ. Date May/Jun 76 5p.
Hessler, John.
College Education for the Severely Disabled.
American Rehabilitation, V1 N5 P29-33 May/Jun 76

Descriptors: Exceptional Child Education; Severely Handicapped;* Physically Handicapped; Post Secondary Education;* Architectural Barriers;* Discriminatory Attitudes (Social);* Adjustment (To Environment);*

Described are attitudinal and architectural barriers to college attendance by severely disabled students, and suggested are actions (such as providing attendant programs, mobility assistance, financial aid, and accessible housing) to serve disabled students on campus. (C1.)

ABSTRACT 2128

EC 08 2128 ED N. A.
Publ. Date May 76 6p.
Moores, Brian.
Grant, G. W. B.

Nurses' Expectations for Accomplishment of Mentally Retarded Patients.
American Journal of Mental Deficiency, V80 N6 P644-649 May 1976

Descriptors: Mentally Handicapped;* Institutionalized (Persons);* Nursing;* Attitudes;* Expectation;* Exceptional Child Research; Adults;

Questionnaires were completed by 696 nurses as part of a larger study into the pattern of care delivered to hospitalized mentally retarded adults. Factor analysis yielded a three factor solution. One factor, concerned with the expectations that nurses hold of the potential level of patient accomplishment, was examined. Different grades of staff were found to hold significantly different views on a scale ranging from "optimist" to "pessimist." Results from 30 hospitals showed that, after correcting for this grade effect, there were substantial institutional differences. (Author)

ABSTRACT 2062

EC 08 2062 ED N. A.
Publ. Date 75 492p.
Begab, Michael J., Ed.
Richardson, Stephen A., Ed.
The Mentally Retarded and Society: A Social Science Perspective.

University Park Press; Chamber of Commerce Building, Baltimore, MD 21202 (\$17.50)

Descriptors: Exceptional Child Education; Exceptional Child Services; Mentally Handicapped;* Conference

Reports,* Sociology,* Historical Reviews; Attitudes; Social Adjustment; Family (Sociological Unit); Intervention; Vocational Adjustment;

The 22 articles from an interdisciplinary conference on sociological aspects of mental retardation are divided into six sections--historical and contemporary issues in mental retardation, attitudes and values, social competence and socialization, forms of family adaptation and intervention, emergent patterns of service for young people and adults, and problems and strategies related to social change. Included are papers with the following titles: "The Mentally Retarded and Society--Trends and Issues" (M. Begab); "Educational Institutions and Mental Subnormality--Notes on Writing a History" (M. Lazerson); "Public Health and Mental Retardation--New Power and New Problems" (Z. Stein and M. Susser); "Reaction to Mental Subnormality" (S. Richardson); "Public, Peer, and Professional Attitudes toward Mentally Retarded Persons" (J. Gottlieb); "Issues Relating to the Quality of Life among Mentally Retarded Persons" (R. Edgerton); "Sociocultural Factors in Educational Labeling" (J. Mercer); "Background Considerations in Developing Strategies for Changing Attitudes and Behavior toward the Mentally Retarded" (R. Ashmore); "Discussion--Attitudes and Values"; "Issues in Social Effectiveness--The Case of the Mentally Retarded" (R. Kleck); "Factors That Impede the Process of Socialization (E. Schaefer); "Oral and Non Oral Representations of Communicative and Social Competence" (A. Cicourel); "Family Adaptations to Severely Mentally Retarded Children" (B. Farber); "Foster Family Care for the Intellectually Disadvantaged Child--The Current State of Practice and Some Research Perspectives" (M. Adams); "Intervention in Infancy--A Developmental Approach" (H. Garber); "Message from Home--Findings from a Program for Non-Retarded, Low Income Preschoolers" (P. Levenstein); "Discussion--Forms of Family Adaptation and Intervention"; "Epidemiology and Evaluation of Services for the Mentally Handicapped" (A. Kushlick); "The Changing Lives of Mentally Retarded Adults" (A. Birenbaum); "Vocational Adjustment of the Mentally Retarded" (A. Halpern, et al.); "Advocacy for the Mentally Retarded--The Development of a New Social Role" (R. Kurtz); "Discussion--Emergent Patterns of Service for Young People and Adults"; "Obstacles to Developing Community Services for the Mentally Retarded" (H. Cohen); "Reforming Programs for Youth in Trouble" (J. Ohlin); "Legal, Legislative, and Bureaucratic Factors Affecting Planned and Unplanned Change in the Delivery of Services to the Mentally Retarded" (E. Boggs); "Guided Societal Change and Mental Retardation" (A. Etzioni and S. Richardson); "Discussion--Social change--Problems and Strategies." (SB)

ABSTRACT 2043

EC 08 2043 ED N.A.
Publ. Date Apr 76 5p.
Harasymiw, Stefan J.
And Others.

A Longitudinal Study of Disability Group Acceptance.

Rehabilitation Literature; V37 N4 P98-102 Apr 1976

Descriptors: Handicapped Children; Attitudes; Longitudinal Studies; Exceptional Child Research; Interpersonal Relationship; Discriminatory Attitudes (Social);

Attitudes of 4,459 persons toward 22 disability groups were surveyed over an 8-year period. Ss were administered one of three social distance scales: the Disability Social Distance Scale, the General Social Distance Scale, and the Perception of Social Closeness Scale. A highly stable hierarchy of preference was indicated across the sample subgroups heterogeneous on demographic and social indicators. Intersample rank intercorrelations were high. The order of disability preference was physical, sensory, psychogenic, and social. (Author/CL)

ABSTRACT 2041

EC 08 2041 ED N.A.
Publ. Date May 76 3p.
Ziegler, Suzanne.
Hambleton, Donald.

Integration of Young TMR Children Into a Regular Elementary School.

Exceptional Children; V42 N8 P459-461 May 1976

Descriptors: Trainable Mentally Handicapped; Interaction Process Analysis; Regular Class Placement; Student Attitudes; Peer Acceptance; Exceptional Child Research; Mentally Handicapped; Elementary Education; Interpersonal Relationship;

A behavior checklist and interaction analysis measured the integration of young trainable mentally retarded children into a regular elementary school. Results demonstrated support for previous findings that nonretarded children do not deliberately victimize their retarded peers. (CL)

ABSTRACT 2025

EC 08 2025 ED N.A.
Publ. Date Mar 76 13p.
Schopler, Eric.

Toward Reducing Behavior Problems in Autistic Children.

Journal of Autism and Childhood Schizophrenia; V6 N1 P1-13 Mar 1976

Descriptors: Autism; Behavior Problems; Behavior Change; Parent Role; Social Attitudes; Parent Counseling; Exceptional Child Education; Therapy;

An historical perspective of social sources that undermine general parental abilities to manage their autistic child is presented and some possible solutions to general management obstacles are suggested. Among the myths cited are the assumptions that developmental deviations such as autism are primarily normal responses to family stress and that autism primarily involves the child's social withdrawal from a hostile environment. Specific counseling problems are discussed which include parental confusion in understanding the child's disorder, erroneous expectations for future plan-

ning, and conflicting social roles of parent and professional. Suggestions are made for helping parental management through changing treatment structures from traditional procedures. (Author/SB)

ABSTRACT 2007

EC 08 2007 ED N.A.
Publ. Date 75 312p.
Kirtley, Donald D.

The Psychology of Blindness.

Nelson-Hall Publishers, 325 W. Jackson Boulevard, Chicago, IL 60606 (\$15.00)

Descriptors: Exceptional Child Education; Visually Handicapped; Blind; Research Reviews (Publications); Literature Reviews; Textbooks; Psychology; Social Attitudes; Personality; Adjustment (To Environment); Historical Reviews; Sensory Experience; Content Analysis;

Identifiers: Dreams;*

The text is noted to serve two purposes--to introduce the major areas of theory and research on the psychology of blindness, and to present previously unpublished research on the dream life of the blind and on attitudes toward blindness. Part I (four chapters) of the text focuses on attitudes toward blindness, while Part II (four chapters) deals with the personality of blind people. Chapter 1 describes the social-psychological environment and economic position of the blind person from ancient times to the present. Discussed in Chapter 2 is the symbolism of the eye from the psychoanalytic and clinical psychopathological points of view (included in the chapter are results of the author's content analysis of references to the word "blind" and cognate terms in quotations and definitions). Attitudes toward the blind are assessed in Chapter 3 which presents depictions of blind characters in mythology, legend, folklore, music, the graphic arts, and literature. Chapter 4 contains a survey of contemporary social attitude research carried out primarily through questionnaires and interview methods. Chapter 5 deals with the intelligence and creative capacity of the blind and cites representative cases of historically noteworthy blind individuals. The findings of empirical investigations concerned with personality development, social adjustment, and general psychological functioning of the visually handicapped are summarized and evaluated in Chapter 6. Chapter 7 provides a review of all scientific publications on the nature of dreaming in the visually handicapped. Described in Chapter 8 are the results of a content analysis study employing a quantitative scoring system to analyze recorded dream reports. (SB)

ABSTRACT 2004

EC 08 2004 ED N.A.
Publ. Date Mar 76 11p.
Keogh, Barbara K.

Levitt, Marc L.

Special Education in the Mainstream: A Confrontation of Limitations?

Focus on Exceptional Children; V8 N1 P1-11 Mar 76

Descriptors: Exceptional Child Education; Handicapped Children;* Elementary Secondary Education; Special Education;* Regular Class Placement;* Educational Trends;* Research Reviews (Publications)*; Program Evaluation;* Academic Achievement; Social Attitudes; Effective Teaching;

The authors discuss the trend toward mainstreaming in special education and review research on the effects of mainstream educational efforts. Results are reported in terms of demographics, teacher perceptions, achievement tests, and teacher attitudes. It is summarized that physical placement in the regular classroom is not enough to ensure either academic achievement or social acceptance, that the impact of labeling as an explanation for educational failure or behavioral deviance is seemingly overestimated; that despite recognition that mainstream education places major responsibility on regular educators, few regular class educators feel competent in educating exceptional students; and that effective individual instructional programs require appropriate analysis of students' educational abilities and styles. (SB)

ABSTRACT 1967

EC 08 1967 ED N. A.
Publ. Date Apr 76 4p.
Lax, Bernard.
Carter, John L.
Social Acceptance of the EMR in Different Educational Placements.
Mental Retardation; V14 N2 P10-13 Apr 1976

Descriptors: Educable Mentally Handicapped;* Special Classes;* Student Placement;* Interpersonal Competence;* Exceptional Child Research; Mentally Handicapped; Elementary Secondary Education; Research Reviews (Publications); Regular Class Placement; Peer Relationship;

Reviewed is research (1950-1974) on the social consequences of various educational placements of educable mentally retarded (EMR) students. Cited is the general conclusion reached by a majority of the studies that the special classroom has been the most efficacious placement for the social and personal development of the EMR child. (Author/CL)

ABSTRACT 1950

EC 08 1950 ED N. A.
Publ. Date Apr 76 4p.
Bloom, Robert B.
Teacher-Pupil Compatibility and Teachers' Ratings of Children's Behavior.
Psychology in the Schools; V13 N2 P142-145 Apr 76

Descriptors: Exceptional Child Research; Emotionally Disturbed; Behavior Problems;* Elementary Education; Interpersonal Relationship; Student Teacher Relationship;* Behavior Patterns;* Rating Scales; Teacher Attitudes.

In a study involving 34 teachers and 115 elementary school students, the relationship between teacher-pupil compatibility and teachers' ratings of children's behavior

was investigated. Results of the Balow School Behavior Profile and two forms of the FIRO tests demonstrated a significant relationship between behaviors indicative of serious psychopathology and teacher-pupil compatibility. (CL)

ABSTRACT 1902

EC 08 1902 ED N. A.
Publ. Date Mar 76 5p.
Abelson, A. Geoffrey.
Measuring Preschools' Readiness to Mainstream Handicapped Children.
Child Welfare; V55 N3 P216-220 Mar 76

Descriptors: Exceptional Child Research; Handicapped Children;* Preschool Education;* Regular Class Placement;* Child Care Centers;* Architectural Barriers; Attitudes; Surveys.

Forty-five preschools were surveyed in an attempt to determine the appropriateness of their programs and facilities for mainstreaming handicapped children. Information was gathered through on-site observation, interviews with the director, and a written questionnaire. Results indicated that while no preschool expressed an unwillingness to accept a handicapped child, in response to questions about particular kinds of handicaps, blindness and wheelchair confinement were among the least desirable conditions. Data also revealed that 23 preschools said they would not accept children who are not toilet trained and most facilities were not accessible to the physically handicapped. (CL)

ABSTRACT 1868

EC 08 1868 ED N. A.
Publ. Date Mar 76 3p.
Vander Kolik, Charles J.
Physiological Measures as a Means of Assessing Reactions to the Disabled.
New Outlook for the Blind; V70 N3 P101-103 Mar 1976

Descriptors: Handicapped Children;* Blind;* Discriminatory Attitudes (Social)*; Stress;* Evaluation Methods;* Exceptional Child Education; Research Reviews (Publications); Physiology;

Identifiers: Psychological Stress Evaluator;

Some thoughts on individuals' reactions to the disabled are presented. Movement toward a model that encompasses psychodynamic, environmental, as well as physiological factors, is suggested. Evaluation of reactions to the disabled is also discussed, with an example of a current study employing the Psychological Stress Evaluator to measure stress in relation to 11 disabilities, including blindness. Cited are results showing that stress reactions varied between individuals; that certain disabilities elicited stress more often than others; and that rating of disabilities according to relative desirability was not always congruent with the degree of stress elicited. Results and suggestions for further studies are discussed. (Author)

ABSTRACT 1642

EC 08 1642 ED N. A.
Publ. Date Mar 76 3p.
Schneider, Edith Povar.

Human Sexuality and the Handicapped.

Personnel and Guidance Journal; V54 N7 P378-380 Mar 76

Descriptors: Exceptional Child Education; Handicapped Children;* Handicapped;* Sexuality;* Sex Education;* Counseling;* Attitudes;* Normalization (Handicapped); Case Studies;

Effective counseling can help the handicapped individual overcome physical and developmental problems and fulfill suppressed sexual desires. Several cases illustrate the need for reeducation of the nonhandicapped and the development of counseling programs for the handicapped to enable these individuals to achieve their fullest potential as human beings. (SB)

ABSTRACT 1622

EC 08 1622 ED N. A.
Publ. Date Spr 76 12p.
Grieger, Russell M.
Richards, Herbert C.

Prevalence and Structure of Behavior Symptoms Among Children in Special Education and Regular Classroom Settings.

Journal of School Psychology; V14 N1 P27-38 Spr 76

Descriptors: Exceptional Child Research; Emotionally Disturbed; Learning Disabilities; Behavior Problems;* Elementary Education; Check Lists;* Teacher Attitudes;* Sex Differences;* Student Placement;* Special Classes.*

Identifiers: Behavior Problem Checklist*;

A study involving 100 children (18 girls, 82 boys) from elementary and intermediate grade classes for the emotionally disturbed or learning disabled and 527 children (244 girls, 283 boys) from regular first through seventh grade classes was conducted to determine the effects of sex and class placement on teachers' ratings of students on the Behavior Problem Checklist. Consistent with previous research was the finding that boys rated higher on conduct problems than girls. Results indicated that although teacher ratings of special education and normal children were structurally similar, special education children scored higher on conduct problem, personality problem, and inadequacy/immaturity dimensions than did their regular class counterparts. Furthermore, almost all percentages of occurrence for individual items were higher for special education children. (Author/SB)

ABSTRACT 1609

EC 08 1609 ED N. A.
Publ. Date Spr 76 11p.
Loney, Jan.
And Others.

Responses of Hyperactive Boys to a Behaviorally Focused School Attitude Questionnaire.

Child Psychiatry and Human Development; V6 N3 P123-133 Spr 76

Descriptors: Exceptional Child Research; Hyperactivity;* Elementary Education; Teacher Attitudes;* Teacher Evalua-

tion;* Student Attitudes;* Rating Scales; Males; Self Evaluation;

The Teacher Approval-Disapproval Scale was administered to three groups of elementary school boys: those considered by a teacher as hyperactive and referable; those considered as among the most active but not referable; and normoactive classmates. The three groups differed significantly in their responses to eight of 11 individual scale items (which ask the child about the amount of teacher approval and disapproval directed toward himself personally or about the frequency of his own happiness and unhappiness in the classroom) and on only two of 11 counterpart class items (which ask the child about teacher behaviors toward the class as a whole or about the happiness and unhappiness of the entire class). The hyperactive boys said they received significantly less approval from teachers for academic, motivational, and social behaviors than did the normoactive boys and significantly more general disapproval. (Author)

ABSTRACT 1607

EC 08 1607 ED N. A.
Publ. Date Mar 76 4p.
Herr, David E.
And Others.

Modification of Biases Held by Teacher Trainees Toward the Disturbingness of Child Behaviors.
Journal of Educational Research; V69 N7 P261-264 Mar 76

Descriptors: Exceptional Child Research; Emotionally Disturbed;* Behavior Problems;* Adolescents; Institutionalized (Persons); Higher Education; Teacher Education;* Teacher Attitudes;* Counselors;* Camping.*

The effect on the perceptions of 30 camp counselors, regarding the disturbingness of certain behaviors, of an intensive camp counseling experience with institutionalized emotionally disturbed adolescents was investigated. Comparisons were made between the ratings of 30 teacher trainees who served as counselors and teacher trainees who did not, on the Disturbing Behavior Problem Checklist. Analysis of the Data indicated that the counselors tended to view the deviant child behaviors as less disturbing at the end of the camp week than did the controls. (Author)

ABSTRACT 1579

EC 08 1579 ED N. A.
Publ. Date Mar 76 6p.
Cegelka, Patricia Thomas.
Sex Role Stereotyping in Special Education: A Look at Secondary Work Study Programs.
Exceptional Children; V42 N6 P323-328 Mar 1976

Descriptors: Educable Mentally Handicapped;* Sex Education;* Sex Differences;* Discriminatory Attitudes (Social);* Work Study Programs;* Exceptional Child Education; Mentally Handicapped; Secondary Education; Special Education.

An examination of special education

practices relative to secondary work study programs for the educable mentally retarded reveals sex biases in favor of the male enrollees. These biases are apparent in program admission, program offerings, and program evaluation. Both ethical and legal considerations dictate that those practices which serve to doubly handicap individuals labeled both retarded and female be eradicated. Various components of program admission, curriculum and evaluation should be examined for evidence of discriminatory practices. (Author/SB)

ABSTRACT 1542

EC 08 1542 ED N. A.
Publ. Date Win 75 9p.
Hoffman, Edward.

The American Public School and the Deviant Child: The Origins of Their Involvement.
Journal of Special Education; V9 N4 P415-423 Win 1975

Descriptors: Mentally Handicapped*; Emotionally Disturbed*; Educational Trends*; Discriminatory Attitudes (Social)*; Public Schools*; Exceptional Child Education; Historical Reviews; Theories;

Identifiers: Darwinian Theory;

Over the past decades, American public schools have become increasingly involved with children defined as mentally or emotionally impaired. In the period circa 1875-1914, massive East European immigration into the United States catalyzed the enactment and enforcement of compulsory education legislation. This event, in turn, spurred the establishment of special school facilities for children who could not be handled in the regular schools. During this period, societal as well as professional attitudes toward the education of the mentally or socially variant child were greatly influenced by Darwinist theory which viewed the handicapped as biologically unfit to live in modern society or receive a full education. (Author/SB)

ABSTRACT 1532

EC 08 1532 ED N. A.
Publ. Date Feb/Mar 76 11p.
Kennedy, Patricia.
And Others.

Longitudinal Sociometric and Cross-Sectional Data on Mainstreaming Hearing Impaired Children: Implications for Preschool Programming.
Volta Review; V78 N2 P71-81 Feb/Mar 1976

Descriptors: Deaf*; Regular Class Placement*; Peer Acceptance*; Self Concept*; Longitudinal Studies*; Exceptional Child Education; Aurally Handicapped; Elementary Education; Social Adjustment; Preschool Education;

Examined were the peer acceptance and self perceived status of 11 severely to profoundly deaf pupils enrolled in regular public school elementary classrooms over a 3-year period. All of the Ss had experienced preschool education (including nursery school) with normal hearing children, and all were fulltime users of

hearing aids. Three sociometric tests were administered. Results indicated that these hearing impaired children were as socially accepted as their classmates and were perceptive of their own status. (Characteristics of the Ss and their preschool program thought to be related to their success in a regular elementary classroom are outlined.) (Author/LS)

ABSTRACT 1508

EC 08 1508 ED N. A.
Publ. Date 74 145p.
Jacobs, Leo M.
A Deaf Adult Speaks Out.
Gallaudet College Press, Washington, DC 20002 (\$4.80 Hc; \$2.40 Pb)

Descriptors: Exceptional Child Education; Aurally Handicapped; Deaf*; Adults; Educational Methods; Communication (Thought Transfer); Minority Groups; Psychological Characteristics; Employment Opportunities; Discriminatory Attitudes (Social);

Identifiers: Personal Experiences*; Total Communication (Handicapped);

A deaf adult combines his own experiences and other sources to convey a personal view of deafness. Chapters focus on the following topics: what deafness means; what communication really is; the deaf as a minority group; traditional educational methods; total communication in education; the deaf adult (including types of deaf adults and a psychological perspective); the adult deaf community; the economic aspects of deafness; and what is being done for the deaf (such as continuing education). Appendixes include the views of seven deaf persons from divergent educational backgrounds, and the problems encountered by a deaf blue collar worker in a typical day. (LS)

ABSTRACT 1494

EC 08 1494 ED N. A.
Publ. Date 76 546p.
Koch, Richard, Ed.
Dobson, James C., Ed.
The Mentally Retarded Child and His Family: A Multidisciplinary Handbook.
Burnner/Mazel Inc., 64 University Pl., New York, NY 10003 (\$15.00)

Descriptors: Exceptional Child Education; Exceptional Child Services; Mentally Handicapped*; Elementary Secondary Education; Intelligence Differences; Genetics; Prenatal Influences; Biological Influences*; Perinatal Influences; Metabolism; Neurology; Interdisciplinary Approach*; Psychological Evaluation; Social Work; Nursing; Language Development; Nutrition; Counseling; Physical Therapy; Preschool Education; Learning Processes; Educational Needs*; Educational Diagnosis; Remedial Instruction; Motivation; Psychiatry; Changing Attitudes; Family Role; Community Role*; Normalization (Handicapped); Sociology*; Etiology;

Contained in the text are 30 readings on the problem of mental retardation (MR), biological factors in causation of MR, the multidisciplinary approach to MR, education and training of the MR, psy-

chosocial aspects of MR, and community services for the MR. Papers have the following titles and authors: "The Origins of Intelligence" (J. Dobson), "The Meaning of Mental Retardation" (J. Mercer), "Genetic Factors in Causation" (J. Melnyk and R. Koch), "Prenatal Factors in Causation- General" (R. Koch), "Prenatal Factors in Causation - Viral" (H. Wright), "Intrapartum and Neonatal Factors in Causation" (Koch and Dobson), "Postnatal Factors in Causation" (Koch), "Two Metabolic Factors in Causation" (Koch et al), "Chromosomal Anomalies in Causation-Down's Syndrome" (R. Peterson), "The Multidisciplinary Team- A Comprehensive Program for Diagnosis and Treatment of the Retarded" (Koch and Dobson), "Psychological Assessment Services" (K. Fisher), "Social Work Services" (S. Schild), "Nursing Services" (C. Cook), "Speech and Language Services" (F. Richardson), "Educational Services" (J. Share), "Nutritional Services" (P. Acosta and E. Wenz), "Counseling Services" (Schild), "Physical Therapy Services" (J. Formash), "The Contribution of Education" (G. Hensleev), "The Contribution of the Nursery School" (E. La-Crosse), "Utilization of Learning Principles in Retardation" (C. Meyers and D. MacMillan), "Diagnosis and Remediation of Educational Deficiencies" (R. Henderson), "Motivational Aspects of MR" (F. Zigler and D. Balla), "Psychiatric Aspects of Retardation in Young Children" (F. Menolascino), "Societal Attitudes Toward the Mentally Retarded" (B. Gralik), "The Family of the Retarded Child" (Schild), "A Teaching and Community Organization Demonstration" (A. Baerwald and H. Rock), "Community Planning for the MR" (I. Mooring), and "Concepts and Theory of Normalization" (W. Bronston). (DB)

ABSTRACT 1489

EC 08 1489 ED 119415
Publ. Date Nov 75 28p.
Gershman, Janis.
The Evaluation of Special Education Programs: Past Attempts and Present Directions.
Toronto Board of Education (Ontario).
EDRS mf:hc

Descriptors: Handicapped Children*; Regular Class Placement*; Program Evaluation*; Followup Studies*; Educational Trends*; Exceptional Child Research; Special Classes; Literature Reviews; Peer Acceptance; Self Concept; Student Attitudes; Models; Delivery Systems; Socioeconomic Influences; Labeling (Of Persons); Prevention;

Identifiers: Canada;

Reviewed is the literature on issues relating to the evaluation of special education programs with special emphasis on the comparison of regular versus special class placement, and on Canadian programs. Results of studies dealing with effects of mainstreaming or special class services are reviewed in terms of social acceptance by peers, self concept, and attitude toward school. Four models to improve delivery of services to handicapped children are compared. Also re-

viewed are effects of socioeconomic influences on school achievement and adjustment and followup studies on the effects of special education. Identified and discussed are new directions such as more process-oriented (rather than outcome-oriented) evaluation approaches, a decrease in the categorization of children using medical and psychological terms, attempts to match students to teaching systems, and prevention of later disability through early identification and intervention. (DB)

ABSTRACT 1420

EC 08 1420 ED N. A.
Publ. Date Feb 76 5p.
Delafield, George L.
Adjustment to Blindness.
New Outlook for the Blind; V70 N2 P64-68 Feb 1976

Descriptors: Blind*; Adjustment (To Environment)*; Self Concept*; Attitudes*; Evaluation*; Exceptional Child Education; Visually Handicapped;

The author examines various factors that can or should be used to determine adjustment to a disability such as blindness, and discusses the need for developing ways to accurately measure the process. It is emphasized that adjustment embraces many concepts, such as self concept, nature of blindness, and attitudes of significant others. It is suggested that self concept or self esteem is the central concern but is neglected. (Author)

ABSTRACT 1355

EC 08 1355 ED N. A.
Publ. Date Fall 75 12p.
Gickling, Edward E.
Theobald, John T.
Mainstreaming: Affect or Effect.
Journal of Special Education; V9 N3 P317-328 Fall 1975

Descriptors: Handicapped Children*; Regular Class Placement*; Teacher Attitudes*; Exceptional Child Research; Elementary Secondary Education; Special Education Teachers; Teachers; Special Classes; Educational Philosophy; Communication Problems;

A 46-item questionnaire designed to assess teacher attitude toward mainstreaming mildly handicapped students and communication between regular and special education was completed by 230 regular educators and 96 special educators. Results showed little agreement within both regular and special education on the desirability of doing away with self contained classes for the mildly handicapped. Responses indicated that formal communications between regular and special educators were infrequent and irregular in meeting the needs of the mildly handicapped. (Author)

ABSTRACT 1311

EC 08 1311 ED N. A.
Publ. Date Feb 76 4p.
Sigelman, Carol K.

A Machiavelli for Planners: Community Attitudes and Selection of a Group Home Site.

Mental Retardation; V14 N1 P26-29 Feb 1976

Descriptors: Mentally Handicapped*; Community Attitudes*; Group Living*; Legislation*; Exceptional Child Research; Civil Liberties;

Attitudes of 665 adults in a southwestern city toward laws affecting the mentally retarded were measured to guide the selection of group home sites. Respondents were supportive of rights to equal employment opportunity and marriage, but were somewhat unfavorable toward group homes and strongly opposed to the right to bear children. Four background variables (age, ethnicity, home ownership, and self styled ideology) were consistently related to attitudes. (Author)

ABSTRACT 1304

EC 08 1304 ED N. A.
Publ. Date Feb 76 4p.
Foster, Glen G.

Teacher Expectancies and the Label "Learning Disabilities."

Journal of Learning Disabilities; V9 N2 P111-114 Feb 1976

Descriptors: Learning Disabilities*; Labeling (Of Persons)*; Teacher Attitudes*; Expectation*; Exceptional Child Research; Elementary Education;

Investigated were the expectancies created by the term "learning disabled" in two groups of 22 elementary grade teachers. Ss were shown a videotape of a normal fourth grade boy engaged in various activities after having been told that the child was learning disabled. Ss and controls (who were told the child was normal) subsequently filled out referral forms on the basis of the tape. Findings indicated that the experimental group rated the child more negatively than the control group. Results suggested that the term "learning disabled" generates negative expectancies in teachers which affect their objective observations of behavior and may be detrimental to the child's academic progress. (DB)

ABSTRACT 1262

EC 08 1262 ED N. A.
Publ. Date Feb 76 9p.
Riddle, K. Duane.
Rapoport, Judith L.

A 2-Year Follow-Up of 72 Hyperactive Boys.

Journal of Nervous and Mental Disease; V162 N2 P126-134 Feb 76

Descriptors: Exceptional Child Research; Learning Disabilities; Hyperactivity*; Males; Behavior Problems*; Elementary Education; Peer Acceptance*; Emotional Problems; Followup Studies*; Drug Therapy*;

A 2-year followup of 72 hyperactive boys (mean age at followup 10.2 years) examined classroom and home behavior, academic achievement, peer status, and depressive symptomatology. Ss, of whom 65% were still receiving stimulant or antidepressive medication, continued to show behavioral and academic difficulty with off-drug behavior apparently

not influenced by interim drug treatment. Academic difficulties, low peer status, and depressive symptoms exceeded that of the control group despite drug therapy and ancillary educational and psychiatric treatment. The evidence suggested that drug treatment may continue to suppress impulsive and hyperactive behavior but fails to improve peer status or academic achievement. Ss identified as "optimally medicated" had almost identical academic achievement and social acceptance as did a group of dropouts from drug treatment, or the sample as a whole. (DB)

ABSTRACT 1261

EC 08 1261 ED N. A.
Publ. Date Mar 76 4p
Christensen, Genelee
The Circle of Human Needs.
Instructor, V85 N7 P103-106 Mar 76

Descriptors: Exceptional Child Education; Handicapped Children*; Interviews; Special Education*; Attitudes; Labeling (Of Persons); Regular Class Placement; Educational Trends.

Presented in question and answer form is an interview on the current issues and concerns relating to special education and exceptional children. Areas covered include reasons why handicapped individuals are rejected, the effects of labeling, and the advantages and disadvantages of mainstreaming. (SB)

ABSTRACT 1251

EC 08 1251 ED 117899
Publ. Date Nov 75 12p
Stodden, Robert A.
Janocone, Robert N.
The Use of Semantic Differential to Assess the Perceptions and Attitudes of Preservice and Advanced Degree Candidates Toward Various Exceptionalities.

EDRS mf;hc
Paper presented at the California Educational Research Association (54th, San Diego, November, 1975)

Descriptors: Handicapped Children*; Higher Education*; Attitudes*; Perception*; Exceptional Child Research; Post Secondary Education; Student Attitudes; Semantic Differential.

The perceptions of three groups (N = 30) of bachelor level special education majors and doctoral candidates in education toward the mentally retarded and various other exceptionalities were measured after exposure to three types of treatment. Of the three groups, the control group received no treatment, experimental group I received negative treatment consisting of a 10-minute slide tape presentation of various syndromes associated with profound retardation, and experimental group II received positive treatment consisting of a 10-minute presentation of selections recorded by a musically superior group of educable mentally retarded students. Among the findings from pre- and posttests on semantic differential scales were that the attitudes and perceptions of the advanced degree Ss were significantly more positive than those of preservice special education Ss, and that the label "gifted" was viewed

as most positive of all labels while "severely retarded" was viewed as most negative. (CL)

ABSTRACT 1233

EC 08 1233 ED N. A.
Publ. Date Win 74 7p
Gottlieb, Jay.
Attitudes of Norwegian and American Children Toward Mildly Retarded Children in Special Classes.
Journal of Special Education; V8 N4 P313-319 Win 1974

Descriptors: Educable Mentally Handicapped*; Peer Acceptance*; Cross Cultural Studies*; Special Classes*; Exceptional Child Research; Mentally Handicapped; Elementary Secondary Education; Foreign Countries; Student Attitudes; Social Attitudes.

Identifiers: Norway*.

The attitudes toward educable mentally retarded (EMR) children in special classes were investigated with 285 Norwegian and 231 American children (all between the ages of 10 and 14 years). It was hypothesized that Norwegian children would express more favorable attitudes than the American children because they have more opportunity for social contact with EMR children and because Norwegian children placed in special classes tend to have higher IQs than American EMRs. Ss were administered a battery of six attitudinal questionnaires. Contrary to the prediction, the data indicated that American children reported significantly more favorable attitudes than did Norwegian children. The findings had implications for the effects of social contact on attitudes toward the retarded, perceptions toward EMRs in relation to perceived deviance, and methodological difficulties in cross national sampling techniques. (Author/DB)

ABSTRACT 1206

EC 08 1206 ED N. A.
Publ. Date Jan 76 5p
Rosenblum, Milton.
Your Community, Your Agency, and You.
New Outlook for the Blind; V70 N1 P25-29 Jan 1976

Descriptors: Blind*; Agency Role*; Social Attitudes*; Social Work*; Community Organizations*; Exceptional Child Services; Stereotypes.

The current stance of most agencies for the blind subtly reinforces society's stereotypical attitudes toward blind persons. A new kind of agency is needed and the social workers employed by such an agency would need to redefine their roles to include helping the blind client to obtain community services. The efforts to cooperate with community agencies and enhance the services they offer to include blind persons need to be stepped up. (Author/SB)

ABSTRACT 1165

EC 08 1165 ED N. A.
Publ. Date Feb 76 5p
Katz, Phyllis A.
And Others.

White Children's Attitudes Toward Blacks and the Physically Handicapped: A Developmental Study.
Journal of Educational Psychology; V68 N1 P20-24 Feb 76

Descriptors: Exceptional Child Research; Minority Groups*; Negroes*; Physically Handicapped*; Elementary Education; Attitudes*; Interpersonal Relationship; Behavior; Stereotypes.

Children's attitudes towards Black and physically handicapped adults were examined in 80 White elementary school students. Ss were tested individually by either a Black or a White female adult who either was or was not seated in a wheelchair. Three kinds of behavior toward the adult were measured: physical distancing, imitation, and helping. On all three types of behavior, the White experimenter was favored over the Black experimenter in both the wheelchair and nonwheelchair conditions; and the presence or absence of physical handicap did not of itself influence Ss' responses. (Author/SB)

ABSTRACT 1160

EC 08 1160 ED N. A.
Publ. Date Jan 76 5p
Stickney, Patricia.
Capaiulo, Anthony.
From CRISP: Strategies for Community Residences.
Child Welfare; V55 N1 P54-58 Jan 76

Descriptors: Exceptional Child Services; Handicapped Children*; Group Living*; Community Attitudes*; Program Planning*; Information Centers*; Community Role.

Identifiers: Deinstitutionalization.

The Community Residences Information Services Program (CRISP) provides assistance and information on the planning and implementation of community-based residential facilities for children who might otherwise be institutionalized. A thorough assessment of the community, in such areas as socioeconomic levels and possible sources of support, is necessary before selecting any strategy to gain community acceptance. To facilitate the acceptance of a community residence in a neighborhood, there are many practices that can be used which include giving priority to serving local people and using community volunteers in program activities. (SB)

ABSTRACT 937

EC 08 937 ED 116429
Publ. Date Nov 75 10p
Janocone, Robert N.
Stodden, Robert A.

An Analysis of Perceptions and Attitudes Toward the Concepts "Disabled" and "Handicapped" and the Effects of Pre-Structured Definition Upon the Concepts.

EDRS mf;hc
Paper presented at the California Educational Research Association (54th, San Diego, November, 1975)

Descriptors: Handicapped Children*; Attitudes*; Semantic Differential*; Definitions*; Concept Formation*; Ex-

ceptional Child Research; Undergraduate Study; Special Education; Handicapped;

The semantic differential technique was used in a study involving 40 undergraduate trainees in the area of special education to analyze the concepts "disabled" and "handicapped" and the effects of structured knowledge or definition upon the participants' attitudes and perceptions of the concepts. The semantic differential consisted of bipolar adjectives scaled to measure the semantic space of the concepts in terms of three factors (evaluation, potency, and activity). Ss were divided into two groups. Group I, during assessment, was given predetermined and differing definitions of the concepts measured, while group II was administered only the assessment instrument. Among results were that there was a significant difference among the three factors of evaluation, potency, and activity, regardless of concept; that group I (definition of concepts) was slightly more positive in response than group II (no definition of concepts); and that the concept "handicapped" was received more favorably than the concept "disabled," although the difference was not significant. (Author/SB)

ABSTRACT 928

EC 08 0928 ED N. A.
Publ. Date Jan 76 3p.
Wylie, Richard E.

Attitudes of Children Toward Their Handicapped Peers.

Childhood Education; V52 N3 P171/173 Jan 76

Descriptors: Exceptional Child Education; Handicapped Children*; Research Reviews (Publications); Childhood Attitudes*; Peer Relationship*; Age Differences.

A review of several studies on the attitudes of children toward their handicapped peers reveals that children become aware of physical handicaps at about age 4; that nonhandicapped children tend to have a negative attitude toward the handicapped; that younger children have less negative attitudes than do older children; and that contact with handicapped children does not necessarily reduce negative attitudes toward them. (SB)

ABSTRACT 887

EC 08 0887 ED N. A.
Publ. Date Jan 76 9p.
Farina, Amerigo.
And Others.

Some Interpersonal Consequences of Being Mentally Ill or Mentally Retarded.

American Journal of Mental Deficiency; V80 N4 P414-422 Jan 1976

Descriptors: Mentally Handicapped*; Emotionally Disturbed*; Expectation*; Attitudes*; Perception*; Exceptional Child Research; Higher Education; Interpersonal Relationship;

Under the guise of being "normal," mentally ill, or mentally retarded, each of four confederates met three independent groups of college students who were

transported to an institution for mentally retarded persons. Verbal reports of the Ss did not vary a great deal as a function of condition, but amount of pain inflicted in an experimental task was strikingly different. In the mentally retarded confederate condition, shocks delivered were shorter and less intense than those given in the other confederate conditions. Evidence was found suggesting that the social impact of stigmas depended on the personal characteristics of stigmatized persons. (Author/CL)

ABSTRACT 882

EC 08 0882 ED N. A.
Publ. Date Jan 76 6p.
Gottlieb, Jay.
Siperstein, Gary N.

Attitudes Toward Mentally Retarded Persons: Effects of Attitude Referent Specificity.

American Journal of Mental Deficiency; V80 N4 P376-381 Jan 1976

Descriptors: Mentally Handicapped*; Attitudes*; Exceptional Child Research; Higher Education; Student Attitudes;

In a study involving 75 female undergraduate education majors, attitudes toward a "mentally retarded person" referent were compared with attitudes toward mentally retarded referents who were described in more specific terms (retardation severity and chronological age). Ss were randomly assigned to five treatment groups and administered four attitude instruments. Results indicated that expressed attitudes toward a nondescript mentally retarded person referent were generally intermediate in favorability between mildly and severely retarded person referents. (Author/CL)

ABSTRACT 872

EC 08 0872 ED N. A.
Publ. Date 75 336p.
Eowenfeld, Berthold.

The Changing Status of the Blind: From Separation to Integration.

Charles C Thomas, 301-327 East Lawrence Ave., Springfield, IL 62717 (\$23.50)

Descriptors: Exceptional Child Education; Exceptional Child Services; Visually Handicapped; Blind*; Socioeconomic Status*; Historical Reviews*; Normalization (Handicapped)*; Trend Analysis*; Biographies; Educational Trends; Rehabilitation Programs; Technology; Public Policy; Organizations (Groups); Attitudes; Economics; Agencies; Financial Support.

The four phases in the history of the socioeconomic status of the blind are described, and current work with the blind in the US is reviewed in terms of the effects of education, rehabilitation, public policy, attitudes, the agency system, self organizations, economic forces, and public assistance on integration of the blind into society. Part I of the text provides an historical review of the treatment of the blind with chapters on the attitudes and practices of primitive groups regarding the physically impaired, the separation of the blind in Greek and Roman cultures by annihilation, venera-

tion, and beggary; a survey of the treatment of the blind by the Hebrews, the early Christians, and during the Middle Ages; and biographies of 17th and 18th century blind self emancipators whose achievements are reported as influencing the establishment of educational facilities for the blind. The section on integration begins with a lengthy chapter on the forces of education, rehabilitation, technology, public policy, and self organizations favoring integration. Forces unfavorable to integration are explained as attitudes, economics, and the public agency system. The potential of past and present public assistance programs is viewed as unclear, since past programs are noted to have isolated the blind from participation in community life. The author concludes that the integration of the blind is a desirable goal in keeping with the American democratic creed. (SB)

ABSTRACT 844

EC 08 0844 ED 116407
Publ. Date 75 12p.
Lazar, Alfred L.
And Others.

A Study of Attitude Acceptance and Social Adjustment.

California State University, Long Beach. Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS microfiche

Paper presented at the California Educational Association Annual Conference (54th, San Diego, November, 1975)

Descriptors: Handicapped Children*; Teacher Attitudes*; Social Adjustment*; Exceptional Child Research; Post Secondary Education; Universities;

Identifiers: I's Of Identity Test; Attitude Toward Handicapped Individuals Scale;

A study involving 60 university students in teacher training investigated the difference between individuals with high and low attitude acceptance toward the handicapped in relation to social adjustment. Ss were administered the I's of Identity test (IOI) to obtain measures of social-personal adjustment and the Attitude Toward Handicapped Individuals Scale (ATHI). Although findings showed that there was a significant difference between high and low scoring ATHI groups in social adjustment, both high and low ATHI groups scored high on the IOI. Evidence suggested that the notion of maladjustment for rejecting Ss (low ATHI scorers) could not be sustained, and that further research should use both handicapped and nonhandicapped samples and should consider different criteria for measuring adjustment. (SB)

ABSTRACT 798

EC 08 0798 ED N. A.
Publ. Date Dec 75 5p.
Eaglestein, A. Solomon.

The Social Acceptance of Blind High School Students in an Integrated School.

New Outlook for the Blind; V69 N10 P447-451 Dec 1975

Descriptors: Blind*; Senior High Schools*; Regular Class Placement*;

Peer Relationship*; Academic Achievement*; Exceptional Child Research; Visually Handicapped; Time; Peer Acceptance; Foreign Countries;

Identifiers: Israel;

A study involving 9 high school blind students and their 155 classmates was conducted to obtain data concerning blind children placed in regular schools in Israel. Information was collected for each student on such measures as level of social acceptance of classmates, the length of time classmates had known each other, and school grades at the end of the first semester. Results showed that blind students' school marks were average; that they were well integrated into the social framework of their classes. However, there was evidence that as length of exposure to the blind students increased, their acceptance by sighted classmates decreased. (Author/SB)

ABSTRACT 769

EC 08 0769 ED 116388
Publ. Date 75 105p.
Rhodes, William C.

A Study of Child Variance, Volume 4: The Future; Conceptual Project in Emotional Disturbance.

University of Michigan, Ann Arbor, Institute for the Study of Mental Retardation, Office of Education (DHEW), Washington, D. C.

EDRS mf,hc
University of Michigan, Publications Distribution Service, 615 East University, Ann Arbor, MI 48106.

Descriptors: Emotionally Disturbed*; Theories*; Trend Analysis*; Social Attitudes*; Exceptional Child Education; Handicapped Children; Educational Alternatives.

Presented in the fourth volume in a series are a discussion of critical issues related to child variance and predictions for how society will perceive and respond to child variance in the future. Reviewed in an introductory chapter are the contents of the first three volumes which deal with conceptual models, interventions, and service delivery systems. A chapter entitled "The New Multirealist" explores such concepts as divergent views of reality, authentic being and the normal man, and the theoretical concepts of intervention. Included in a chapter "Counterinstitutions" are discussions of free clinics, alternative schools, and radical mental health care. Final chapters contain a summary of concepts examined throughout the book and predictions for trends such as an erosion of the belief in "normality" as used in the area of child variance. (For related documents, see EC 05 0154, 06 1999, 07 0065.) (LS)

ABSTRACT 714

EC 08 0714 ED N. A.
Publ. Date Dec 75 5p.
Aloia, Gregory F.

Effects of Physical Stigmata and Labels on Judgments of Subnormality by Preservice Teachers.

Mental Retardation; V13 N6 P17-21 Dec 1975

Descriptors: Mentally Handicapped*; Physical Characteristics*; Labeling (Of Persons)*; Teacher Attitudes*; Exceptional Child Research; Post Secondary Education;

Randomly selected full time students in a teacher training program (N = 102) participated in a study to determine the influence of the label "mentally retarded" and physical attractiveness on individual judgments of subnormality. Ss examined a series of photographs of children selected along a continuum of physical attractiveness. Results supported the contention that the presence of severe physical stigmata significantly influences judgments of subnormality. (Author/CL)

ABSTRACT 712

EC 08 0712 ED N. A.
Publ. Date Dec 75 4p.
Kelly, N. Karen.
Menolascino, Frank J.
Physicians' Awareness and Attitudes Toward the Retarded.
Mental Retardation; V13 N6 P10-13 Dec 1975

Descriptors: Mentally Handicapped*; Physicians*; Attitudes*; Institutionalization*; Community Resources*; Exceptional Child Research;

Questionnaires completed by pediatricians and general practitioners from a large midwestern city indicated that a large number of them were unfamiliar with local services for the retarded, and 80% recommended institutionalization for some of their severely and profoundly retarded patients, while 54% made such recommendations for the moderately retarded. (CL)

ABSTRACT 677

EC 08 0677 ED 115 068
Publ. Date 75 192p.
Fostering Positive Attitudes Toward the Handicapped In School Settings.
New York State Education Dept., Albany, Special Education Instructional Materials Center.
City University of New York, N. Y. Hunter College Special Education Development Center.
EDRS mf,hc
Proceedings of the Special Study Institute (Rensselaerville, New York, May, 1975)

Descriptors: Handicapped Children*; Changing Attitudes*; School Role*; Exceptional Child Education; Conference Reports; Social Attitudes; Television; Labeling (Of Persons); Special Education Teachers; Curriculum; Childrens Books; Bibliographies; Instructional Materials.

Identifiers: New York;

Provided are the proceedings of the Special Study Institute conference on Fostering Positive Attitudes Toward the Handicapped in School Settings sponsored by the Division for Handicapped Children of the New York State Education Department. Presentations include the following topics: rationale for the conference (Samuel Wallach); a review of theory and research on reactions to the handicapped (Steven A. Richardson);

television and attitudes toward the handicapped (Robert M. Liebert); the development of receptivity toward labeled children (Ellen B. Barnes); supporting teachers for change (Peter Knoblock); some curricular experiences for children (Elizabeth Pieper); a curriculum for fostering positive attitudes toward the handicapped (Shirley Cohen); and the handicapped in children's literature (Barbara H. Baskin). Reports from the area planning groups are summarized; and appended are results of an evaluation of the Special Study Institute, addresses of participants, a selected bibliography of professional references and children's literature (117 entries), and a selected bibliography of multimedia materials (34 entries). (SB)

ABSTRACT 658

EC 08 0658 ED N. A.
Publ. Date Oct 75 2p.
Shumway, Joan.
Do You See What I See?
New Outlook for the Blind; V69 N8 P377-379 Oct 1975

Descriptors: Blind*; Attitudes*; Parent Child Relationship*; Exceptional Child Education; Visually Handicapped; Fathers; Social Attitudes;

Identifiers: Personal Experiences*;

Presented is a young women's recollections of her first realization that her father was blind, of her impatience toward handicapped individuals' inability to cope with society, and how she came to understand that the greatest handicap for blind people is not their blindness but the attitudes and intolerance of the rest of society toward them. (SB)

ABSTRACT 631

EC 08 0631 ED N. A.
Publ. Date Oct 75 9p.
Phillips, Gordon B.
An Exploration of Employer Attitudes Concerning Employment Opportunities for Deaf People.
Journal of Rehabilitation of the Deaf; V9 N2 P1-9 Oct 75

Descriptors: Exceptional Child Research; Aurally Handicapped; Deaf*; Young Adults; Adults; Employer Attitudes*; Employment Potential*; Job Placement; Surveys*; Industry; Employment Opportunities;

On site interviews were conducted at 33 New York businesses and industries to identify attitudes and practices of employers concerning the employment and job performance of deaf persons. Among findings were that the employability of deaf persons is restricted since employers see deafness as an occupational hazard; that little information is available regarding specific difficulties which the deaf worker may encounter in seeking employment or in performing on the job; and that employers seem reticent about placing deaf workers in jobs of a supervisory nature. Results indicated a need for employers to be made more aware of the kinds of services available to them when they employ a deaf person and for deaf persons to be made more aware of opportunities open to them. (LS)

ABSTRACT 556

EC 08 0556 ED N. A.
 Publ. Date Nov 75 10p.
 Rosenberg, Harry E.
 Graubard, Paul.
Peer Use of Behavior Modification.
Focus on Exceptional Children; V7 N6
 P1-10 Nov 75

Descriptors: Exceptional Child Research; Handicapped Children; Emotionally Disturbed*; Special Classes; Behavior Change*; Operant Conditioning*; Interpersonal Competence; Program Effectiveness; Student Attitudes; Teacher Attitudes*; Peer Relationship*; Secondary Education;

Reported are studies in which adolescent behavior problem students in special classes and resource rooms were taught to change the behavior of teachers and regular class peers. The first set of experiments are noted to have effectively altered teacher behaviors through such student actions as making eye contact, nodding in agreement as the teacher spoke, asking for extra assignments, and breaking off eye contact during a scolding. Described is a further experiment in which two resource teachers trained emotionally handicapped children in 30-minute, weekly sessions over a 9-week period to modify the behavior of their peers through ignoring undesirable behavior and reinforcing desired behavior. Results are said to indicate that behavior modification training can give students social interaction skills as well as the ability to change the behavior of others toward them. (C1)

ABSTRACT 495

EC 08 0495 ED N. A.
 Publ. Date Jun 75 15p.
 Gunzburg, H. C.
Institutionalized People in the Community. A Critical Analysis of a Rehabilitation Scheme.
Research Exchange and Practice in Mental Retardation; VINI-2 P36-50 Jun 75

Descriptors: Exceptional Child Research; Mentally Handicapped*; Adults; Institutionalized (Persons); Adjustment (To Environment)*; Ethics; Community Attitudes;

Identifiers: Deinstitutionalization*; Personal Independence*;

Described is a 4 1/2-year rehabilitation program which was designed to help nine middle-aged mentally retarded adults live independently outside the institution. Training in domestic and academic tasks is said to have centered first in a house on institutional grounds, and then in a community residence. Progress in personal, intellectual, and social functioning is depicted, with one woman's achievements examined in detail. Ethical considerations involved in uprooting institutionalized persons are noted. (C1)

ABSTRACT 315

EC 08 0315 ED N. A.
 Publ. Date Win 76 3p.
 Byrnes, Mary Ann.
Positive Attitudes: A Must for Special Programs in Public Schools.

Teaching Exceptional Children; V8 N2
 P82-84 Win 1976

Descriptors: Learning Disabilities*; Behavior Problems*; Regular Class Placement*; Attitudes*; Exceptional Child Education; Emotionally Disturbed; Elementary Education; Teacher Role;

Identifiers: Personal Experiences;

A teacher describes her experiences in attempting to reintegrate elementary grade learning and behavior problem students into the mainstream of school activities, and emphasizes the importance of positive attitudes toward exceptional children in the school. (C1)

ABSTRACT 216

EC 08 0216 ED 112 630
 Publ. Date 75 63p.
 Cleary, Margaret E.
Please Know Me As I Am: A Guide to Helping Children Understand the Child with Special Needs.
 Sudbury Public Schools, Mass.
 EDRS mf:hc

Descriptors: Handicapped Children*; Elementary Education*; Curriculum Guides*; Interpersonal Relationship*; Exceptional Child Education; Instructional Materials; Agencies; Peer Acceptance; Bibliographies; Children's Books; Audiovisual Aids;

Presented is a guide for teaching elementary school children to understand classmates and others with special needs, which was developed as a result of a project involving 16 classroom teachers and a nurse consultant in developing an exemplary program. Listed are concerns frequently voiced by teachers such as a child's asking embarrassing questions. Described in terms of course instruction and teacher application are curriculum methods which include group discussions, field trips, and invitation of guests with special needs. Also noted are curriculum materials such as reading and audiovisual aids. Children's drawings and comments are included in each curriculum section. Provided are appendixes with information on 145 resource agencies, 90 books appropriate for children in grades K-8, 26 pamphlet sources, and 26 audiovisual materials (SB)

ABSTRACT 208

EC 08 0208 ED N. A.
 Publ. Date Oct 75 4p.
 Podcaneu-Czehofsky, Ilina.
Is It Only the Child's Guilt? Some Aspects of Family Life of Cerebral Palsied Children.
Rehabilitation Literature; V36 N10 P308-311 Oct 1975

Descriptors: Cerebral Palsy*; Social Adjustment*; Family Role*; Peer Relationship*; Exceptional Child Research; Physically Handicapped; Elementary Secondary Education; Case Studies;

Described is a study examining the family and peer relationships of 65 cerebral palsied children and adolescents, and provided are case studies of two study subjects. General findings are reported which demonstrate that cerebral palsied

children face similar kinds of family problems but intensified peer problems when compared to normal children. Case study information includes descriptions of family interaction and copies of the Draw-the-Family Test. (C1)

ABSTRACT 193

EC 08 0193 ED N. A.
 Publ. Date Sep 75 4p.
 Davidson, Terry M.
The Vocational Development and Success of Visually Impaired Adolescents.
New Outlook for the Blind; V69 N7
 P314-316, 319 Sep 1975

Descriptors: Visually Handicapped*; Adolescents*; Vocational Interests*; Social Attitudes*; Vocational Education*; Exceptional Child Education; Literature Reviews; Failure Factors; Cultural Factors;

A review of the literature reveals that visually impaired adolescents are not as vocationally immature as has often been suggested. Cultural patterns of exclusion from certain life and work roles play a very important role in the failure of many visually impaired individuals to enter the mainstream of American life. Improvements in the career education of visually impaired persons do need to be made, but an equally strenuous, well organized effort to combat negative attitudes toward individuals who are visually impaired also needs to be mounted. (Author)

ABSTRACT 177

EC 08 0177 ED 112 628
 Publ. Date Aug 75 272p.
 Gorelick, Molly C.
 And Others.

Careers in Integrated Early Childhood Programs.

California State University, Northridge. Social and Rehabilitation Service (DHEW), Washington, D. C. Rehabilitation Services Administration.
 EDRS mf:hc

Descriptors: Handicapped Children*; Program Descriptions*; Performance Based Teacher Education*; Regular Class Placement*; Changing Attitudes*; Exceptional Child Education; Early Childhood Education; Curriculum Design; Practicums; Information Dissemination; Program Evaluation; Demonstration Projects;

Described is a 4-year project to design and implement a competency based training model which prepared teachers and administrators for careers in early childhood programs that integrate normal and handicapped children. Discussed in the introductory chapter are the project's rationale, overview, objectives, and training setting. Chapters II through V cover aspects of the competency model achievement strategies such as the process for selecting trainees; development of a teacher assessment profile; the didactic module (including coursework in child development, independent study, and guest lectures on meeting the special needs of handicapped preschoolers); and the practicum module (including direct classroom experience, curriculum design,

and child assessment techniques). Attention is given in Chapter VI to a survey designed to assess how exposure to the integrated preschool program affected trainees' development of acceptant attitudes toward handicapped children. The concluding chapters focus on dissemination of project materials and project evaluation. Also provided are numerous charts and tables; bibliographies of books, journal articles, and films; and 9 appendixes (including a discussion of labeling and guidelines for curriculum design). (LH)

ABSTRACT 175

EC 08 0175 ED 113 886
Publ. Date May 72 10p.
Gold, Marc W.

An Adaptive Behavior Philosophy: Who Needs It?

University of Illinois, Urbana. Children's Research Center.

EDRS mf:hc

Revision of A Paper Published in the Proceedings Of The National Association of Superintendents of Public Residential Facilities, Region V Interaction Workshop On Community Living for Institutionalized Retardates

Descriptors: Mentally Handicapped*; Adjustment (To Environment)*; Normalization (Handicapped)*; Discriminatory Attitudes (Social)*; Employment Potential*; Exceptional Child Research; Job Skills; Expectation;

The author cites obstacles to the normalization of mentally retarded individuals, including society's rigidity, low expectations, desire to maintain status quo, and persistent belief in the fallacy that most basic tasks require intelligence. Studies are reviewed in which moderately and severely retarded persons were successfully trained to perform complex industrial tasks. The involvement of labor and management in securing appropriate employment for this population is advocated. (CI)

ABSTRACT 78

EC 08 0078 ED N. A.
Publ. Date Oct 75 7p.
Weintraub, Sheldon.
And Others

Teacher Ratings of Children Vulnerable to Psychopathology.

American Journal of Orthopsychiatry, V45 N5 P838-845 Oct 1975

Descriptors: Emotionally Disturbed*; Parent Influence*; Mental Illness*; Behavior Patterns*; Teacher Attitudes*; Exceptional Child Research; Elementary Secondary Education; Student Evaluation; Rating Scales; Individual Characteristics;

Teacher behavior ratings of 101 children (in grades K-9) with schizophrenic or depressed mothers were compared to ratings of 114 control children with normal parents. The Devereux Elementary School Behavior Rating Scale was used to obtain teacher ratings of such factors as classroom disturbance, achievement anxiety, and need for closeness to teacher. Results indicated that children with

schizophrenic or depressed mothers were perceived by their teachers as more deviant than classmates with normal mothers, as evidenced by higher teacher ratings of Ss on classroom disturbance, impatience, disrespect-defiance, and inattentiveness-withdrawal; and lower ratings of Ss on comprehension, creative initiative, and relatedness to teacher. (SB)

ABSTRACT 1

EC 08 0001 ED N. A.
Publ. Date Sep 75 5p.
Opie, Nancy.
Lemasters, Grace.

Do Boys with a Low-Average I.Q. Actually Have a Low Self-Esteem?

Journal of School Health, V45 N7 P381-385 Sep 75

Descriptors: Exceptional Child Research; Learning Disabilities*; Elementary Secondary Education*; Intelligence Level*; Vocational Interests; Peer Relationship; Parent Child Relationship; Student Attitudes*; Self Concept*;

A study involving two separate low-average IQ groups of boys, ages 11 and 12 years (N = 8) and ages 14 and 15 years (N = 4), was conducted to explore their feelings in five areas: future, social and family relationships, school life, and self concept. A structured interview was administered in a group setting to facilitate the boys' expressions regarding the five topic areas, and responses were coded using item analysis at the manifest content level. Among findings were that the Ss, in general, did not feel totally negative about themselves and that most of the students felt accepted by their peers. Evidence suggested caution in equating low-average intelligence with low self concept, lack of career plans, and family problems. (SB)